

Student Teaching Syllabus - EDU 6495
Spring 2024 – Graduate Secondary Licensure Cohort

Instructor: Udit Gupta, M.S., M.A.T., Ph.D.
Contact info: Office-801-587-1740; Cell-301-448-2999; udit.gupta@utah.edu
Student hours: Always available by phone, email, or appointment
Class Meetings: Tuesdays (in-person), 4:35 – 7:05 p.m. at Granite District Office (Auditorium D),
 2500 S. State Street, SLC

Important Events	Dates
Classes begin	Monday, Jan. 8
Last day to add without a permission code	Friday, Jan. 12
Last day to add, drop, elect CR/NC, or audit classes	Friday, Jan. 19
Last day to withdraw from classes	Friday, Mar. 1
Last day to reverse CR/NC option	Friday, Apr. 19
Classes end	Tuesday, Apr. 23
Final exam period	Thurs. – Wed.; Apr. 25 – May 1

COURSE DESCRIPTION

Under the direction of your instructor, university supervisor (US) and site teacher educators (STE), you, the teacher candidate (TC), will engage in supervised teaching in the classroom, lesson planning and implementation, evaluation of instruction, classroom management, interaction with school personnel and complete all requirements related to PPAT (Praxis Performance for Teachers), a state mandated and externally monitored test.

PPAT

Teacher Candidate Handbook, pgs. 14-18: “Effective September 1, 2021, the Utah State Board of Education (USBE) has mandated that all Teacher Candidates complete a pedagogical performance assessment (PPAT) to be eligible for professional teaching licensure in the State of Utah. The University of Utah uses the Praxis Performance Assessment for Teachers (PPAT) to meet this requirement.”

PPAT-Tasks 1 through 4: Submission, Scoring and Licensing

--All TCs enrolled in this course are required to complete and submit all PPAT tasks 1 through 4 as per expected timelines **{Task 1: Feb. 15; Task 2: Mar. 6; Task 3: Mar. 6; Task 4: Apr. 3; All tasks are due 2 p.m. EST, 12 p.m. MDT}**

--Unless all PPAT tasks are successfully completed, TC will **NOT** be recommended for licensure.

--Passing score for PPAT for the state of Utah is 36.

--If TC does not receive the **passing score of 36**, they will be required to re-submit to PPAT (new update as of September 1, 2023). **Task resubmission deadline is May 17, 2024.**

This course is open only to graduate students in the secondary teacher licensure program and is offered as **Credit/No Credit**.

CL: Cohort Leader
 US: University Supervisor
 STE: Site Teacher Educator

REQUIRED READING

Sprenger, M. (2020). Social Emotional Learning and the Brain, 1st edition. Assoc for Supervision and Curriculum Development. (We will call it the SEL Book)

Note: This book is also available on bookshelf of UofU Campus Bookstore. Refer to Canvas for directions to access the bookshelf and order your digital copy of the book.

Additional readings can be located on Canvas

CLASS MEETINGS

The class meetings for this course will coincide with the class meetings for EDU 6491 and will take place on Tuesdays from 4:35 – 7:05 pm. If, due to any reason, university chooses to switch to remote option for the classes, class meeting will take place via zoom (zoom link will be shared before the class). In the event that class is online, please make sure that your camera is on and you are actively participating in the class. You can choose appropriate backgrounds to be seen on the camera. Points will be deducted for attendance, participation and professionalism if you are not available on camera.

COURSE PURPOSE

The purpose of this course is to examine issues related to classroom teaching in urban secondary public schools and to enable you to become a reflective practitioner through involvement in the daily practices of planning, teaching and assessing. By participating in student teaching, you will have the opportunity to experience the manner in which teachers plan, evaluate, and reflect on teaching. An important component of this course is for you to come to an understanding of the role of teachers and teachers' work through direct observation, participation and reflection.

By the end of this course, you will accomplish the following:

- Demonstrated at least a basic level of proficiency (i.e., at least a “3” for 80% of the items within each section; no “0” for any item and “Yes” to both standard 10 questions along with passing scores in each category of the Final Student Teaching Evaluation) in the performance of full teaching responsibilities in your student teaching classroom. These responsibilities closely approximate the duties of a regular classroom teacher and include lesson and curriculum planning, teaching, assessing, record keeping, maintaining professional communication with parents/guardians, attending meetings and parent-teacher conferences, tracking student attendance, etc.
- Conducted yourself in a professional manner in compliance with University of Utah’s Student Code, College of Education guidelines, and all other professional standards expected of educators (see *Teacher Candidate Handbook*). Similarly, you are expected to follow the State Board of Education Standards for Professional Ethics and Professional Responsibilities.

TIME COMMITMENT DURING STUDENT TEACHING

This course requires your **complete** involvement at the selected student teaching site. This is the same site (school) where you completed your field practicum during fall 2021. As such, you are expected to be at your placement school Monday through Friday (when school is in session) for all the four classes that you will be teaching between Jan. 3 and Mar. 14 in Granite district, Jan. 16 and Mar. 15 in Salt Lake and Jan. 16 and Mar. 22 in Canyons district—or until all grades and teaching responsibilities are completed at individual sites.

CL: Cohort Leader

US: University Supervisor

STE: Site Teacher Educator

COURSE MATERIALS

Teacher Candidate Handbook -- <https://d182hggomw8pjd.cloudfront.net/wp-content/uploads/sites/11/2023/08/22100133/TC-Handbook-2023-2024final.pdf> -- and as noted on the schedule and/or found on Canvas.

COMMUNITY ENGAGED LEARNING (CEL): This is a CEL designated course. Please read the following sections as they relate closely to your Student Teaching.

CEL Objectives: CEL is a method of teaching and learning that links classroom instruction to community service for the purpose of enriching learning experiences and helping foster civic responsibility. Your Student Teaching falls in these criteria. This learning experience will provide you with an opportunity to integrate knowledge gained in the classroom to an applied and practical setting as well as gain an appreciation to urban teaching responsibilities.

CEL Requirements: The Student Teaching learning experience will be facilitated through our district partners in Salt Lake, Canyons and Granite and will involve full-time participation in designated school settings along with attending class meetings related to this experience. During the time in schools, you are expected to maintain professional decorum, work with your STE(s) closely in terms of connecting with students, working with them one-on-one or in small groups, teach lessons, assess students and reflect on your teaching experiences. At two points in the semester, you will be evaluated on your Student Teaching performance.

CEL Assignments: All readings and assignments in this course are related to your reflections in several dimensions of your student teaching.

Cohort Collaboration and Partnerships: Just as involvement in community through working with students is one piece of this course, cohort collaboration and partnership are another piece. In fact, this course relies heavily on the relationships that you will build with your fellow cohort members. These relationships prove to be beneficial to you in terms of problem-solving classroom situations, venting out (at times), reflecting on your classroom practices and testing ideas for teaching with fellow cohort members. Cohort class meetings (face-to-face on Tuesdays and virtual on Fridays) will be a passage to building such partnerships with your fellow cohort members.

COURSE PERFORMANCE OUTCOMES

You will demonstrate progress towards proficiency in the Utah Effective Teaching Standards (UETS). Accordingly, your STE and US will complete **two** performance evaluations during this semester utilizing these guidelines to evidence your progress.

First evaluation will take place after your first two formative observations. Your US/Cohort Leader (CL) will schedule a conference between you, your US, and your STE(s). **This will be your mid-term evaluation conference.** This conference will be a review of first part of your student teaching where your STE(s) and US will review your progress, taking into account the expectations of the program. Prior to the conference, all parties involved will complete the PAES rubric. Such conferences may be scheduled at other times throughout the semester, as well, should the need arise.

Second evaluation will take place towards the end of your student teaching when all four formal observations have been successfully completed. No meeting is required to discuss this evaluation if the passing score is met. All parties involved in conducting your formal observations (your STE(s) and US) will complete your Final Student Teaching Evaluation. Consider this process to be similar to the Pre-Student Teaching Evaluation completion process during Fall 2023.

CL: Cohort Leader

US: University Supervisor

STE: Site Teacher Educator

Refer to the Student Teaching/Supervision section of this syllabus for the timeline for your observations, midterm and final evaluations.

As referenced in 2023-2024 Teacher Candidate Handbook, you are expected to fulfill the following criteria as a requirement for program completion and licensure recommendation.

Overarching Category	Minimum Score
	<ul style="list-style-type: none"> - At least a “3” for 80% of items within each section -- No “0” for any item - “Yes” to Both Standard 10 questions
The Learner and Learning	15
Instructional Practice	26
Professional Responsibility	7
Standard 10 (Y/N questions)	4- Yes to both Questions
Total	51 points

REQUIREMENTS FOR STUDENT TEACHING

--You will start your student teaching when your school district returns back from Winter Break (GSD: Jan. 3, CSD: Jan. 2 and SLCSO: Jan. 4)

--You will be required to be present in your placement school according to teacher contract hours (arrive 20 minutes before school starts and leave 20 minutes after school ends)

--Take over complete teaching responsibilities of four classes starting quarter 3 (GSD: Jan. 3, SLCSO and CSD: Jan. 16) and continue with these responsibilities for the entire quarter 3 (till Mar. 14 in GSD, Mar. 15 in SLCSO and Mar. 22 in CSD). Note: If you are on contract/action plan, this timeline will differ.

--During your time in school and fulfilling your responsibilities for all four classes, you are required to attend all scheduled PLCs and conduct parent teacher conferences. Attending faculty meetings will be decided by your STE(s).

--You may, with the consent of both your STE and US, become involved in before- and after-school clubs and activities that will be of value to your personal growth. Note, however, that these activities may not interfere with teaching and cohort meeting commitments. If you plan to participate in these activities, inform your CL.

Payment for activity involvement anytime during your Student Teaching experience is not permissible.

--After you take over responsibilities of four classes, your STE can fade from the classes you are teaching but needs to be at an earshot distance from your classroom. In other words, your STE should be accessible in case you need into an emergency and need help.

--If your STE is on leave, you can choose to teach all classes (including your STE’s classes). A substitute teacher **MUST** be present in class. Since you are not the teacher of record, you cannot be the substitute teacher. Additionally, if you have been substituting in the district in which you are placed as the student teacher, you should either take a leave from substituting or leave the substituting job during student teaching. Student teaching cannot be treated as substituting.

--All throughout your student teaching, you will be required to create your own lesson plans and share your plans with your STE(s) ahead of time to get their approval and to let them know the content you are going to teach the students. If your district follows a pacing guide and/or there exists a pre-decided curriculum, you are

CL: Cohort Leader

US: University Supervisor

STE: Site Teacher Educator

required to follow that as you are planning your lessons. If your STE(s) feel that they have a really great lesson that you should teach, you can borrow those lessons (no more than two) from them.

Absence During Student Teaching

--Between student teaching at your assigned school and cohort class meetings, you are allowed to have 2 excused absences. For each day you are absent, notify your CL and STE. If you are going to be observed on the day you are going to be absent, US needs to be notified too. Any form of miscommunication will lead to dismissal from licensure program.

--In case you are going to be absent, notify CL, STE as soon as possible.

--Always have your lesson plans ready for the next few days (ideally one week in advance) in case you fall sick.

--Please note that excessive absences (2+ days) or other missed time either from class meetings or from student teaching site will result in an extended student teaching schedule and/or failure to be recommended for licensure. For any absence, written explanation needs to be sent (personally or electronically) to the CL.

--As a TC, you must adhere to all policies of the *Teacher Candidate Handbook* reviewed during Fall 2023, including school-based policies and procedures. Note that any act of unprofessional behavior or deviation from policies and procedures as stated in this syllabus and Teacher Candidate Handbook will lead to removal from student teaching site and will be considered grounds for dismissal from the licensure program.

SUPERVISION

A Credit/No Credit grade for this course will be determined by taking into account your performance on class assignments, formative observations and evaluations and feedback from your STE(s). STE and US evaluations will be based upon attendance, preparation of appropriate teaching materials and teaching methods for the four classes (e.g., collaborative learning, student-centered learning experiences), multiple evaluation and questioning techniques, co-planning, demonstrating commitment to professionalism in course and field work, and overall growth. (See the *Teacher Candidate Handbook* and seminar discussions for specific criteria.)

During student teaching, your US will observe you **four** times. If you are student teaching in two content areas and need arises, you may be observed more than four times. The decision about extra observations will be made jointly by your CL and US. In conjunction with formal observations, post-lesson conferences will be held to provide feedback and set goals for progress throughout student teaching. You will be provided with a copy of the observation notes and comments following the observation; additionally, your STE will be provided with feedback information in a timely manner.

Timeline for formative lesson observations, midterms and evaluations:

Observations & Evaluations	Canyons and Salt Lake	Granite
Formal Observation – 1	Jan. 29 – Feb. 2	Jan. 16 – 19
Formal Observation - 2	Feb. 12 – Feb. 16	Feb. 5 – Feb. 9
Mid-Term Evaluation (in-person/zoom)	Feb. 20 – Feb. 23	Feb. 20 – Feb. 23
Formal Observation – 3	Feb. 26 – Mar. 1	Feb. 26 – Mar. 1
Formal Observation – 4	Mar. 11 – Mar. 15	Mar. 11 – Mar. 15
Final Student Teaching Evaluation	Mar. 25 – Mar. 31	Mar. 25 – Mar. 31

Please Note: These timelines are subject to vary if (a) you have more than four observations, and/or (b) you are under contract, and/or (c) if you have not been able to maintain an effective communication with your US and

CL: Cohort Leader

US: University Supervisor

STE: Site Teacher Educator

CL. Bottom Line: Please keep the communication between your CL, US and STE(s) completely transparent as it will be super helpful in scheduling and conducting observation in a timely manner.

In order to receive credit for the field component of student teaching (EDU 6495), you must meet the criteria provided in the table on page 4 of this syllabus, along with completing **all** assignments.

Please note: All STE Final Evaluations are due by **Saturday, Mar. 30, 2024.**

ASSIGNMENTS, DESCRIPTION AND DUE DATES

Hard deadline assignments are bolded while soft deadline assignments are not bolded.

Assignment Name (due date)	Assignment Description	How Many Submissions?	Points Allocated
Teaching Goals using PAES Rubric – 2 parts <i>(Part 1: Jan. 13; Part 2: Mar. 30)</i>	At the start of your student teaching, you will set your teaching goals using the PAES rubric (part 1 of this assignment) and at the end of your student teaching, you will reflect on the teaching goals you set at the start of your student teaching and evaluate your progress (part 2 of this assignment)	2	20 points for each part; Total points: 40
Weekly Plans OR Daily Lesson Plans <i>Submission 1: Feb. 17</i> <i>Submission 2: Mar. 23</i>	As you will take over the teaching of four classes and planning lessons for all of these classes, you can either choose to write weekly plans or daily lesson plans. <u>Related to Weekly Plans:</u> As name suggests, these are written weekly and then modifications will be made as you teach. You can always include your reflections for each weekly plan or keep your reflections separately in your reflection journal. No need to attach worksheet/assignments/assessments with your weekly plan. <u>Related to Daily Lesson Plans:</u> As you take over complete responsibilities of four classes, you will start writing your own lesson plans, creating your own materials (assignments, worksheets, assessments etc.). You will keep a record of your daily lesson plans (either as hard copy or soft copy) and submit it twice during the semester – once at the time of mid-term evaluation and once after completion of student teaching. You will have many formats to choose from. If you have one that you like, you can use it after approval from instructor/CL. <i>Either option you choose, you will write these for ONLY one class of your choice + submit your entries twice during the course of your student teaching.</i> <i>FAQ1: Can I switch between weekly plan and daily lesson plan? Yes, you may switch but only at the start of the week.</i>	2	60 points for each submission Total points: 120

CL: Cohort Leader

US: University Supervisor

STE: Site Teacher Educator

*Formal Observation Lesson Plans – 4 parts (Jan. 16 – Mar. 23)	Every time you are observed by your US, you will be writing a lesson plan using the UITE-PPAT lesson plan template available on Canvas. It will be your US's decision whether they would like to see your lesson plan ahead of formal observation or not. In either case, you are required to submit the lesson plan on Canvas within two days of the observation. This assignment received later than two days will not be accepted.	4	15 points for each lesson plan; Total Points: 60
Formal Observation Reflections – 4 parts (Jan. 16 – Mar. 23)	This assignment goes along with the formal observation lesson plan. After your observation has been completed by your US, you will complete reflection related to the lesson observed using the template provided on Canvas. Similar to the lesson plan, your reflection should be submitted within two days of the observation. This assignment received later than two days will not be accepted.	4	15 points for each reflection; Total points: 60
*Cohort Leader Observation (Jan. 03 – Feb. 03)	Once during your student teaching, your CL will come to observe you when you are teaching. This observation cannot coincide with any formal observation or STE observation. No lesson plan to be written and submitted before this observation. CL will connect with you to schedule your observation. Post observation, you will schedule time with CL to go over the feedback and reflection.	No Submission on Canvas BUT prompt response to CL's email and scheduling observation and post-observation meeting are required.	Points: 50
*STE Observation – 2 parts (Part 1: Feb. 10; Part 2: Mar. 23)	Just like fall, twice during your Student Teaching (once before mid-term evaluation conference week and once before the end of student teaching, your STE will observe you teaching and will give you feedback using the link provided on Canvas and share feedback with you.	2	15 points for each observation ; Total points: 30
Spring Reflection Journal – (Apr. 6)	Similar to Fall Reflection Journal, you will maintain a spring reflection journal. Using this journal, you will reflect on weekly progress in your teaching. Along with the prompts provided during class meetings, you can also write your reflections from your weekly/daily lesson plans.	1 for each week of student teaching; total 12-13	~5 points for each week; Total points: 60
UITE Survey (April 6)	Towards the end of the semester, you will be asked few questions about your experiences during student teaching in the form of a survey. Link for the survey will be made available after your student teaching (March-April)	1	Points: 10

CL: Cohort Leader

US: University Supervisor

STE: Site Teacher Educator

Attendance and Participation (Ongoing)	See below for description	No Submission	Total Points: 90
Professionalism (Ongoing)	See below for description	No Submission	5 points/class ; Total Points: 60

Note:

*None of the observations (formal observations, STE observations and Cohort Leader observations must not overlap). No points will be provided if any of these observations overlap.

Timelines for Cohort Leader observation and Formal Observations, mid-term evaluation and final evaluation will be modified if you are on contract/action plan.

Total course points possible = 610 points; 488 – 610 points = Credit; Score < 488 points = No Credit

SUBMISSION DETAILS

Assignments are due on CANVAS and/or on the dates and times indicated, unless otherwise specified. All assignments are either on **hard or soft deadlines**. Assignments with hard deadlines are bolded while assignments on soft deadlines are not. Assignments with hard deadlines must be submitted on the due dates indicated with the assignment. On the other hand, for assignments on soft deadlines, you can take an extension of one week from the date the assignment is due. Because your assignments build upon each other, it is important that work be turned in ON TIME so that the feedback is returned to you in timely manner.

Late work will be accepted with a **10% deduction per day**. Late assignments may receive little or no written feedback and will receive a lower grade due to 10% deduction. If you think you are going to be late for an assignment, please communicate with the instructor honestly about your situation.

No FINAL EVALUATIONS will be moved forward for licensure until ALL assignments are completed at a passing level, all PPAT tasks are submitted on the due dates mentioned and grades can be posted for licensure-related course work. In addition to the point total derived from assignments, credit for this course will be determined jointly by ratings from STEs and US. STE evaluations will be based upon attendance, preparation of appropriate teaching materials and methods (e.g., incorporating cooperative learning strategies), competence in planning, and overall growth. STEs will submit an evaluation of these areas at the end of the student teaching.

Due to the need to apply for your teaching license, grades must be posted without delay and meet the minimum course- and field-related standards affiliated with the licensure program. In order to meet all paperwork and logistical requirements, you are advised to pay close attention to due dates and to work closely with your CL and US to ensure you are on track for completion of the program requirements.

GRADING CRITERIA

--The most important skill in teaching is reflection. The better you reflect, the better you get in your pedagogical expertise. The assignments you will complete aim at honing this skill and your work will be evaluated on how well you are able to convey your reflection. Do not assume that the reader of the work will have an understanding of your thoughts and intentions; thus, provide clear, well-written descriptions and analyses of the material covered.

--All work submitted for this class should be typed according to descriptions provided on Canvas.

--Each entry will be read and evaluated based upon timeliness of work, clarity, quality of thought, and depth of analysis.

ATTENDANCE and PARTICIPATION (90 points):

Attendance at your student teaching site and cohort class meetings is required and adjustments cannot be granted to allow non-attendance. However, if you need to seek an ADA accommodation to request an exception to this attendance policy

CL: Cohort Leader

US: University Supervisor

STE: Site Teacher Educator

due to a disability, please contact the [Center for Disability and Access](#) (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.

Missing Class: According to university policies, you are allowed for two excused absences. Because of the nature of this course (student teaching and cohort class meetings), you can avail these two absences in the way you would like to (for example: one from student teaching and one from cohort class meeting etc.). For any of these absences (even excused), you are required to let your instructor know. **NO ABSENCE WILL BE CONSIDERED EXCUSED IF THE INSTRUCTOR IS NOT NOTIFIED. FOR EXCUSED ABSENCES WITH NOTIFICATION TO INSTRUCTOR, YOU WILL MISS POINTS FOR PARTICIPATION (5 POINTS/CLASS) ONLY.** If any of these absences is related to your student teaching site, STE must be notified ahead of time with all lesson plans ready for them to teach your classes. You should not assume that STE should have the lesson plan since they are the teacher for those classes. If you know ahead of time the days you will miss class and/or student teaching, please inform your instructor and STE. Cohort class meeting for this course will take place in person on Tuesdays from 4:00 – 6:00 pm

Missing more than two classes: If circumstances make you miss more than two classes and/or you are unable to communicate with the instructor regarding your absences, you will **not** be eligible for any points (participation, professionalism) for the class(es) missed. **Additionally, you will receive a formal notification regarding the status of your continuation in the licensure program.** Hence, even though you are within your 2 absences, communicate with the instructor about your absence. Depending on the reason provided, your instructor may schedule time to meet with you to discuss what you missed. It will be instructor's decision to award missed points by allowing the TC to submit responses based on the decision of absence provided by you.

Active participation is required for your student teaching and cohort class meetings. Tuesday cohort class meetings are heavily discussion based. Your reflections from your teaching – what is working, what is not, and how should I fix what is not working will be key components for these meetings. Your active participation in this course will be the best way to engage yourselves in learning and brainstorming ideas for your won teaching (and it makes class meetings more fun!).

Cohort Class Meeting Participation: Active class participation includes, but is not limited to, coming prepared to class by reading assigned readings, attending to seminar/presentation content, and communicating constructively with your peers and your instructor (e.g., offering suggestions, feedback, and analysis during discussions).

Participation During Student Teaching: Along with, collaborating with the STE, communicating effectively, offering suggestions, contributing feedback, and examining ways of developing as an educator are some of the other ways to participate when you are at your placement site. Along with, offering times to work with students, attending PLCs and other meetings and parent-teacher conferences are other ways in which you can participate and contribute.

PROFESSIONALISM (60 points): A specific, though not inclusive, list of behaviors that address professionalism includes maintaining communication with the instructor in case of absences, completing assignments in a timely fashion, displaying evolving attitudes towards teaching and learning, developing assignments that are of high quality, being open to suggestions, seeking advice when needed, sharing ideas with others, and recognizing diversity in others' perspectives. For an inclusive list of professional behavior, please refer to your Teacher Candidate Handbook. Specifically, with regard to field work, you are expected to be in attendance at your practicum site every assigned day and for the entire clock time. If you plan to not be present at the site for any reason, you must notify the STE and cohort leader prior to the start of school, unless it is due to an emergency en route. In this case, notification must be given as soon as is reasonable given the circumstances.

Bottom line: (1) The STE should never wonder where you are, and the US should never show up to observe and not find you in the classroom. (2) Feedback given by STE and US should be taken respectfully and must be enacted upon.

Computers/Tablets: Similar to cell phones, computers or tablets are not acceptable unless permitted by the instructor. They can only be used for class presentations or other work as assigned by the instructor during class time.

Arriving to Class on Time: You are required to arrive to cohort class meeting on time and stay for the entire class duration (4:35 -7:05 pm). Being late to class or leaving class early will lead to deduction of professionalism and participation points allocated for each class.

Policies and Procedures

COVID Response

CL: Cohort Leader

US: University Supervisor

STE: Site Teacher Educator

Given the nature of this course, attendance is required, and adjustments cannot be granted to allow non-attendance, except in cases of quarantining due to COVID-19 exposure, or for those who have an ADA accommodation. If you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the Center for Disability and Access (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.

Work Adjustment Policy: Adjustment (extension) in field practicum may be considered if TC is unable to go to his/her placement site.

Confidentiality & Privacy: In this course, video recordings of each class will be captured and posted on Canvas for students who missed the class. You will also be asked to share video recordings via Canvas. These videos will only be viewed by students and instructors in the course and will not be shared beyond Canvas. Note that when you share excerpts of student work, you should remove student names from all artifacts.

Fitness to Teach: Students in this course are expected to meet the Fitness to Teach criteria located at:

<https://d182hggomw8pjd.cloudfront.net/wp-content/uploads/sites/11/2020/08/04150601/Fitness-to-Teach-2020-2021.pdf>

Dispositions Document: Process for documenting other behaviors in need direct attention by students can be located at:

<https://d182hggomw8pjd.cloudfront.net/wp-content/uploads/sites/11/2020/08/04150558/Educational-Dispositions-2020-2021.pdf>

Diversity Statement: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally and for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make appropriate arrangements for you.

COVID-19 Campus Guidelines. Students are required to self-report if they test positive for COVID-19. To report, please contact:

COVID-19 Central @ The U; 801-213-2874; coronavirus.utah.edu

To reduce the spread of COVID-19 on campus, **face coverings are required in all in-person classes for both students and faculty.**

Based on CDC guidelines, the University requires everyone to wear face coverings in shared public spaces on campus. **If you repeatedly fail to wear a face covering in class, you may be referred to the Dean of Students for a possible violation of the Student Code.** Some students may qualify for accommodations & exemptions from these guidelines through the Americans with Disabilities Act (ADA). Accommodations should be obtained prior to the first day of class. If you believe you meet these criteria, contact: Center for Disability & Access (801-581-5020); disability.utah.edu; 162 Union Building; 200 S. Central Campus Dr.; Salt Lake City, UT 84112

Student Conduct: Usage of cell phones is not allowed in class and will affect your grade. The use of other electronic devices (a laptop computer, PDA, etc.,) will also not be allowed in class without express permission. If this is a problem, please speak to your instructors privately.

Civility Statement: This class needs to be a participatory community if students are to fulfill their potential for learning. Thus, people who disrupt the community by their words or actions (e.g., rude, sarcastic, or disrespectful speech or disruptive behaviors) will not be allowed in class. In order to achieve the stated educational goals and to encourage the expression, testing, understanding, and creation of a variety of ideas and opinions, respect must be shown to everyone.

Plagiarism software policy: I have elected to use a plagiarism detection service in this course, in which case you will be required to submit your paper to such a service as part of your assignment.

The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

University Policy and Codes: Following the Student Code, the instructors adopt a zero-tolerance policy for academic misconduct in this course. "Academic misconduct," according to the University of Utah Student Code, "includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct." Again, utilizing the ideas, expressions, or words of others without citing the source constitutes plagiarism. Therefore, students must cite sources in ALL work, including work completed with peers if and when appropriate. Please also note that no assignment may be submitted for this class that has been previously submitted for another course. Students will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in the University of Utah's Student Handbook. Please read the Student Code of Academic Conduct available at:

<http://www.admin.utah.edu/ppmanual/8/8-10.html>.

Student Names & Personal Pronouns statement: Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams,

CL: Cohort Leader

US: University Supervisor

STE: Site Teacher Educator

group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UID card, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

Wellness statement: Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

Addressing Sexual Misconduct. Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

University Safety Statement. The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

TENTATIVE CLASS MEETING SCHEDULE (Tuesdays, 4:35 – 7:05 pm)

Canyons Student Teaching Begins: Jan. 2, 2024

Granite Student Teaching Begins: Jan. 3, 2024

Salt Lake Student Teaching Begins: Jan. 4, 2024

Date	Agenda and Class Procedures	Notes and Readings (due this class)
Jan. 9	--Student Teaching Details (syllabus, assignments, timelines etc.) --Resume --Topic Discussion Related to Student Teaching --Mock Interview Preparation --PPAT Task 1 --Assignment: Selecting, Sharing and Discussing Research	--SEL Book – Chapter 2: Empathy --Have a copy of your resume ready for conversation and sharing --Finalize PPAT Task 1. If submitted, start planning for PPAT Tasks 2 and/or 3
Jan. 16	<i>Workshop by Granite District</i> --New Teacher Support --Applications and Hiring	
Jan. 23	<i>Granite District Resources for Employees</i> <i>Trip to Granite District Wellness Center</i>	<i>*This workshop will not take place in Granite district building on the State Street. Exact address will be shared via Canvas and in the weekly email.</i>
Jan. 30	Mock Interviews	
Feb. 6	<i>Cyprus High – Visit Tuamani Project in Action</i>	<i>*For this workshop, you will travel to Cyprus High School. Exact location will be shared via Canvas and weekly email.</i>
Feb. 13	HR Day @ the U PPAT Task 1 Due: Feb. 15, 12 pm MDT	<i>*For this workshop, you will meet with HRs and other designated people from</i>

CL: Cohort Leader

US: University Supervisor

STE: Site Teacher Educator

		7-8 districts at the U in the SAEC building.
Feb. 20	--Planning and execution for PPAT Tasks 2 & 3 --Selecting, Sharing and Discussing Research: 2 groups --Topic Discussion Related to Student Teaching --Interview Preparation	--SEL Book – Chapter 3: Self-Awareness --SEL Book – Chapter 5: Social Awareness
Feb. 27	--Writing PPAT Task 2 and/or Task 3 --Selecting, Sharing and Discussing Research: 2 groups --Topic Discussion Related to Student Teaching --Interview Preparation	--SEL Book – Chapter 4: Self-Management
Mar. 5	--Submitting PPAT Tasks 2 and 3 --Selecting, Sharing and Discussing Research: 2 groups --Topic Discussion Related to Student Teaching PPAT Tasks 2&3 Due: Mar. 6, 12 pm MDT	
Mar. 12	--Planning and execution for PPAT Task 4 --Selecting, Sharing and Discussing Research: 2 groups --Topic Discussion Related to Student Teaching --Interview Preparation {Granite Q3 Ends: Mar. 14} {Salt Lake Q3 Ends: Mar. 15}	--SEL Book – Chapter 6: Relationship Skills
Mar. 19	--Planning, execution and/or writing for PPAT Task 4 --Selecting, Sharing and Discussing Research: 2 groups --Topic Discussion Related to Student Teaching --Interview Preparation {Canyons Q3 Ends: Mar. 22} Student Teaching Ends for ALL!	
Mar. 26	--Writing + Submitting PPAT Task 4 (4:35 – 5:30 pm) --Workshop by UEA: Evaluations for Beginning Teachers (5:30 – 7:00 pm)	--SEL Book – Chapter 7: Responsible Decision Making
Apr. 2	--Writing + Submitting PPAT Task 4 --Selecting, Sharing and Discussing Research: 2 groups --As A First Year Teacher... PPAT Task 4 Due: Apr. 3, 12 pm MDT	
Apr. 9	--As A First Year Teacher... --Activities, Messages and Takeaways	
Apr. 15-19	Exits	

CL: Cohort Leader
US: University Supervisor
STE: Site Teacher Educator